

## Searching for and Using Information



Observe closely which source(s) of information the reader is already using, and then prompt for the student to use the source of information that will help him solve the problem quickly.

### Meaning

#### TEACH

The picture will help you think about this part of the story.

You can think about the story.

You can think about the story when you look at the pictures.

You said \_\_\_\_\_. That doesn't make sense.

You said \_\_\_\_\_. That doesn't make sense in the story.

You said \_\_\_\_\_. That doesn't go with this part of the story.

#### PROMPT

Can the picture help you think about this part of the story?

Think about what would make sense.

Try that again and think of what would make sense.

Try \_\_\_\_\_ (insert correct response).  
Would that make sense?

Are you thinking about what will happen next?

Are you thinking about the story?

Think about the story.

Think about what you know about this character (this story, this subject).

Think about who is talking now.

*(Remind the student of the story context or meaning so far, e.g., "And then what did he do?")*

#### REINFORCE

That makes sense.

That makes sense in (or goes with) this part of the story.

You were thinking about the story.

You were thinking about who was talking.

You were thinking about what would make sense.

You were thinking about what you know.

### Structure

#### TEACH

You said \_\_\_\_\_. That doesn't sound right.

You said \_\_\_\_\_. That's not the way the writer would say it in a book.

Listen to this. (Model two choices.)  
Which one sounds better?

You can think what would sound right.

#### PROMPT

You said \_\_\_\_\_. Does that sound right?

Would \_\_\_\_\_ (model correct structure) sound right?

Try that again and think what would sound right.

Try \_\_\_\_\_ (insert correct structure).  
Would that sound right?

#### REINFORCE

You made it sound right.  
(after problem solving)

That's how it would sound.

## Visual Information

### TEACH

You can read it again and start the word. (model rereading and articulate the first sound)

You can get your mouth ready to start the tricky word. (model)

You can say it slowly like when you write it. (model)

You can think of a part you know. (model)

It sounds like that, but it looks different.

### PROMPT

Get your mouth ready for the first sound.

Sound the first part and think about what the word could be.

Think about the first sound.

Say the first sound.

That sounds like the beginning of \_\_\_\_\_.

What sound does it make?

What letter do you see first?

Look at the first letter (part).

What do you expect to see at the beginning (middle, end)?

Do you think it looks like \_\_\_\_\_?

It looks like \_\_\_\_\_ (insert another word they know).

Think about how the word looks.

Try \_\_\_\_\_. Would that look right?

What would look right there?

Do you know a word that would fit the meaning and look like (start like, end like) \_\_\_\_\_?

Can you find \_\_\_\_? (a known or new word)

Do you know a word like that?

Do you know a word that starts (ends) like that?

Is that like any other words you know?

Look at the first part (...the middle part. ... the last part).

Think about what you know that might help.

What do you know like that?

Do you see a part that can help?

Say it slowly like when you write it.

Run a finger under it while you say it slowly.

Look at all the letters.

You are nearly right. Add a letter (ending) to make it look right.

### REINFORCE

You thought about the first sound and it helped you.

You read that again and started the tricky word.

You thought about what would look right.

You added a letter and now it looks right.

You thought of another word like that.

You thought of another word you know.

You used a part you knew.

You looked at all the letters.

You thought about a part you know.



## Searching for and Using Information (continued)



Your goal is to help readers use all sources of information together as they read text. These prompts will support their integration of all kinds of information.

### Multiple Sources of Information

#### TEACH

It has to make sense and sound right.

It has to make sense and look right.

It has to sound right and look right.

It has to look right and make sense.

Listen, ... (say whole sentence). It makes sense and looks right.

Listen, ... (say whole sentence). It makes sense and sounds right.

Listen, ... (say whole sentence). It makes sense, sounds right, and looks right.

It has to make sense, sound right, and look right.

#### PROMPT

Do you know a word that would make sense and look like (start like, end like) \_\_\_\_\_?

Think of what would make sense and check with the letters.

Does that make sense and look right?

Does that make sense and sound right?

Does that sound right and look right?

Does that sound right and make sense?

Does that look right and sound right?

Does that look right and make sense?

Try that again and make it sound right and look right.

Try that again and make it make sense and look right.

What would make sense, sound right, and look like that?

Think of what would make sense, sound right, and look right.

Read from the beginning and try it again.

#### REINFORCE

You made it look right and sound right.

You made it make sense and look right.

You made it make sense and sound right.

You made it make sense, look right, and sound right.

Now it all fits together.

You made it all fit together.